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ABSTRACT

The Oral Language Program developed by the Southwestern Cooperative Educational Laboratory is intended to disseminate and implement strategies and materials which will improve the teaching of language skills to preschool and primary children with little or no facility in English. The first version of the program, known as Mark I, did not include suggestions for teacher training and the lessons were not culturally relevant to the target population. Three basic research studies and one applied research investigation were begun during the 1967-68 school year, with a streamlined version of Mark I placed in classrooms throughout SWCEL's four-state service area for field-testing in 87 classrooms. An inservice network training program was prepared to make maximum use of both Laboratory and qualified local personnel, or "master teachers." A 2-week institute of master teachers was held in the summer of 1968 to train them to install Mark I and to prepare other teachers in the program. As the result of a further 150 field tests, an outline was prepared for Mark II, including a diagnostic test to assess the needs of the target population, and the model was completed by September 1969. A further modification, Mark II, is planned to contain all the present elements while reflecting needed refinements and supplementary materials. Quality control mechanism will be used to evaluate the effectiveness of the program. (See also SP 004 099). (MBM)

ED041861

DEVELOPING THE ORAL LANGUAGE PROGRAM

By James L. Olivero

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
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The Southwestern Cooperative Educational Laboratory -- since its inception some three years ago -- has been well aware of the importance, implications, and ramifications of development. While an earlier paper operationally defined SWCEL's interpretation of development, this paper will focus on these questions:

(1) Why develop the product?

(2) What is the nature of the product?

(3) What quality controls are used to systematically arrive at the desired outcomes?

These questions can perhaps best be answered by examining the history of the development cycle at SWCEL with an eye toward what the Laboratory expects to accomplish in the future.

The Reason for the Product

Early in the history of the organization, the Laboratory staff found that one of the Southwestern United States' most critical problems was that huge numbers of its children were entering pre or first grade with little or no facility in English. They could not even speak the language, and yet they were expected to negotiate the formal educational system as it was presently constituted! Data revealed that most youngsters from Spanish-speaking, Indian and Negro communities were nearly two grade levels below national standards by the time they becamse ripe old fourth graders! There was no teacher-student dialogue because there was no common medium of communication. Teachers and students both were living out the self-fulfilling prophecy. Many teachers believed the students were "dumb," and directly or inadvertently made the students feel incapable of learning. So the students stopped trying. A vicious circle, perhaps, but an accurate assessment of the situation. Some technique to break the cycle was sought.

The Nature of the Product

Therefore, after much study and contemplation, the Laboratory plotted as its future and principal course of action and scope of work the further development and refinement of a set of oral language materials (H-200) originally conceived by Dr. Robert Wilson of the University of California at Los Angeles. The Laboratory redesignated these materials the Oral Language Program (OLP), and referred to the early and first revisions as the Mark I model.

The Laboratory staff agreed that Mark I was a correct and proper beginning, but concurrently recognized that other developmental tasks were necessary. Mark I, for example, did not include suggestions for teacher training. Neither were the lessons culturally relevant for SWCEL's target populations. A related task which presented itself was the identification of techniques to enable the teacher to recognize and reward students' capabilities for academic and social achievement.

Since the staff was not faced with the task and associated problems of conceiving, designing, and inaugurating an entirely new research project, it was free to implement continued development along with a simultaneous critical assessment of strengths and weaknesses in Mark I. Staff members also had a built-in latitude to initiate other related studies which showed promise for the greatest payoffs in the future. Accordingly, three basic research studies and one applied research investigation were begun during the 1967-68 school year. SWCEL considers itself essentially an applied research center in that it puts into practice those findings previously determined as significant by others. Rather than being able to call upon basic research findings from adjacent installations, as some of its sister laboratories had done, SWCEL found itself vainly searching through often meager professional literature in

a somewhat unfulfilled effort to piece together the often contradictory "evidence" available about culturally divergent children.

SWCEL's three basic research studies revolve around these questions:

(1) Are there differences in learning styles between Pueblo, Navajo, and Spanish-speaking students?

(2) If there are differences, can teachers take these learning styles into account when preparing behavioral objectives in the cognitive, affective, and psychomotor domains?

(3) If teachers are able to formulate relevant behavioral objectives, what instructional strategies can be utilized to arrive at these objectives.

The applied research study tested and validated the learning principles researched by such educators as Bloom, Piaget, and Bruner on populations other than WASPS. In a word, the earlier findings were "confirmed."

Admittedly the approached used by the staff was more characteristic of the shotgun blast than the rifle shot, but in the early stages the strategy seemed to call for an all-inclusive overview for fear of omitting some apparently remote but essential parameter. (Even at the time of this writing there is overt concern that not enough was done with the individual personality variables within the ethnic groups.)

Theoretically, all parts of the system should have been integrated so all phases of the Laboratory program could contribute toward the reduction of weaknesses and the strengthening of the Oral Language Program. The staff hypothesized that the findings from the research projects cited above could be meshed with the OLP in subsequent developmental stages -- and this is indeed occurring.

One task group, then, devoted its attention to learning as much as possible about the children that made up the preschool and first-year populations with which the Laboratory elected to work. In brief, it was

discovered that learning styles are different, that teachers can be taught to write realistic behavioral objectives, and that the use of good classroom strategies does result in positive cognitive and affective pupil behaviors. Specific details concerning these rather global statements are set out in manuals prepared by staff personnel. (See bibliography items #1 and 2.)

A second task group, cognizant of the need to relate methodology to curriculum, designed and implemented a plan for teaching teachers necessary conventions or teaching strategies.

The specific teacher training technical skills focused on four definite, but discretely unique thrusts:

1. Modeling -- whereby the teacher provides the model for the student.
2. Convention -- whereby the teacher uses those conventions which are designed to evoke attending behavior on the part of students as well as to elicit desired individual and choral responses, etc.
3. Maintaining responses -- whereby the teacher knows what strategies to use to continue the dialogue between teacher and students as well as students and students.
4. Correcting errors -- whereby the teacher learns those strategies essential for correcting errors without punishing directly or indirectly the students.

A streamlined Mark I OLP was placed in the classrooms throughout SWCEL's four-state service area in September 1968. The field test of the Mark I version took place in Tulsa, Oklahoma with predominantly Black students with a combination of approximately five Black teachers and fifteen Anglo teachers (17 classrooms), in Odessa, Texas with Spanish-speaking and Black students and predominately Anglo teachers (25 classrooms); Bernalillo, New Mexico, with Spanish-speaking children and Pueblo Indian children with predominately Spanish-speaking and Anglo teachers (25 classrooms); Office of Navajo Economic

Opportunity Headstart Classes with predominately Navajo children and teachers; and in Tempe, Arizona, with predominately Yaqui Indian children and Spanish-speaking children with predominately Anglo teachers (20 classrooms). Later in the school year twenty-four additional classroom activity programs were begun in Lexington, Mississippi with all Black students and all Black teachers.

Compounding the problem of implementing Mark I was the critical aspects of limited financial and personnel resources to:

1. train teachers;
2. obtain enough classrooms to meet the requirements of a test design; and
3. maintain close liaison and supervision once the OLP was installed in the classrooms.

SWCEL has rejected the position taken by some who insist that it needs to become a teacher education institution. On the other hand, merely just to theorize about what teachers needed without enduring the necessary trials and tribulations with them during in-service sessions and by not following up throughout the school year did not seem realistic.

The staff sidestepped the formal teacher-training issue by designing a unique in-service network training program which made maximum use of both Laboratory and qualified local personnel. The title of "master teacher" was given to the local personnel who became so valuable in this network design.

The Laboratory conducted a two-week institute for master teachers from the field test schools during the summer of 1968. Purposes were:

1. To train teachers to install Mark I in their classrooms in September, 1968; and
2. To prepare master teachers to conduct a second institute in the local district with twenty other teachers who also were to install Mark I in September.

In addition to the OLP conventions and protocols, teachers receive other affective instruction in the teacher-training package. This includes cultural sensitivity training, as outlined in one of the Laboratory-produced training manuals. (See bibliography reference #3.) While SWCEL is not at the "prescription" stage at this point, the Laboratory has been able to codify much of the relevant research and can now sensitize the teacher to similarities and differences among and between ethnic groups through the Ethno-Pedagogy manual. (See bibliography reference #4.) (A more thorough description of the institutes is in a three-screen, staff-prepared, slide presentation entitled the SWCEL Story and in a written document currently being prepared by Deputy Director Paul Liberty and an outside consultant from the University of New Mexico, Dr. James Moore.)

The Laboratory staff conducted the first institutes for teachers; and although this is personally and professionally very rewarding for some staff members, the drain of physical, intellectual, and financial resources from development activities is obvious and is to be avoided. An analysis of the problems of disseminating and installing the OLP in larger numbers of classrooms -- when the Mark I and Mark II versions meet criterion standards -- faces the staff. Early indications suggest that different strategies than those used for the field tests may be necessary, perhaps with a need to involve other appropriate educational agencies. (See bibliography reference #5.) (The dissemination and installation study is described in a subsequent section of this report and in a position paper prepared by Dr. John Seaberg, Assistant Director, and Graham Stewart, Laboratory Planning Specialist. This paper is outlined in Appendix I.)

Quality Controls

In September, 1968, Mark I was installed in approximately 150 classrooms with a minimum of confusion. It was accompanied by rudimentary quality controls. The materials were systematically re-designed to provide a common format for the teachers. Teachers were trained to minimum performance criteria. Laboratory supervisors observed classrooms bi-monthly and held periodic in-service meetings. In general, purposes of the in-service meetings were:

1. To obtain information which helped to modify logistical factors as well as Mark I.

2. To explain other research efforts underway at the Laboratory. (Many teachers participated in more than one phase of the experimentation. Indeed, after some clarification of roles, the teachers eventually began to view themselves as co-experimenters.)

3. To help maintain acceptable levels of teacher performance.

Experience has shown that if teachers do not know and understand the appropriate implementation procedures, students are not likely to meet performance criteria, no matter how outstanding the materials. The Laboratory has therefore developed teacher training protocols which insure acceptable levels of performance on the part of the teacher. This level is based on observation of her interaction with students during micro-teaching episodes and during regular classroom activities. A rating scale developed by the Laboratory with concomitant intra- and inter-rater reliability is used to obtain and maintain desired behaviors by the teachers.

Since some teachers may feel restricted by the performance standards required by the Laboratory, SWCEL believes those individuals should have the right to reject use of the OLP. Conversely, the Laboratory reserves the right to reject teacher participation if desired levels of performance

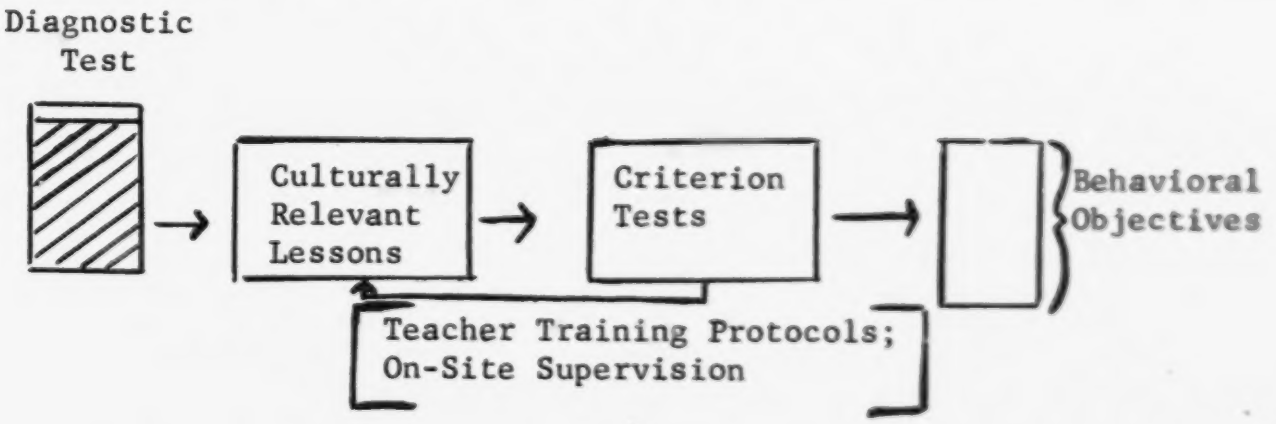
are not maintained. The Laboratory needs commitments which specify that if the teacher does not perform satisfactorily, SWCEL and the school district will take corrective action, e.g., workshops, micro-teaching sessions, etc. Ultimately, if the teacher is unable or unwilling to perform, he or she will be asked to stop using OLP.

Through an acceptable quality control mechanism, the Laboratory hopes to avoid some of the problems that occurred when new curricular programs such as the ITA approach to reading, B.S.C.S. biology and modern math were introduced in the schools. When some of these programs were "parachuted" into the school without concomitant teacher education programs, the results were unfavorable.

Questions generated during the year of field testing changed the parameters of the Mark I, and an outline of the Mark II emerged. Before Mark II could be completed, however, the staff needed a diagnostic instrument to determine whether students needed the OLP. Certainly, all youngsters do not need the materials, although there have been pressures from both teachers and educational institutions to install OLP in <u>all</u> classrooms, particularly at the preschool level.

Behavioral objectives were included in the Mark II model, but criterion tests were not completed, therefore requiring considerable attention in that area.

Eventually, the Laboratory staff felt it had the model which could ultimately be modified and expanded. The Mark II model looks like this:



The Mark II version of the OLP now includes a diagnostic test -- the Michael Test -- which assesses the OLP needs of target population children. At present, there are approximately twelve people in the United States who can properly administer this test. Of these, ten were either trained by or are now a part of the Laboratory staff. In addition, six of the eight people who can score the test are now members of the Laboratory staff. Inter-rater reliability on this test is currently .98. (The Laboratory has designed a procedure whereby relatively large numbers of persons can be trained without requiring additional investment of Laboratory personnel in the process.)

Also included are the 147 lessons and five pre-lessons. When followed closely by the teacher, these lessons take students from a position of speaking no English to a capability of academic achievement in a classroom in which the instruction is given in English. Records to help the teacher learn the youngsters' language and youngsters to learn the teachers' language accompany the lessons.

When the teacher uses behavioral objectives, it is possible to determine how closely students approach desired levels of performance.

The third element of the Mark II is a set of criterion tests. These tests are devised to:

1. communicate to the student facts about his culture by presenting a common folk story in a format which reviews content of preceding lessons.
2. assist the teacher in analyzing student performance.

Both short-range and long-range criterion tests are being developed -- the former -- are administed upon completion of 25 lessons and the latter -- after an extended period of time using the OLP. At present, most of the work on the criterion tests for lessons 1-96 has been completed, with work

underway on the remainder of the tests.

Completion of the Mark II model is expected by September, 1969.

Where are we going?

Although the Laboratory staff recognized the improvements in the Mark II, they also felt that it could be refined still more and expanded into a Mark III version. What will this Mark III model look like when the job is done?

The Mark III model will emerge as a result of modifying, expanding, and working out the problems in the Mark II. The "final" version will contain all of the present elements while reflecting needed refinements.

For example, the Michael Test, while being a valid instrument, requires an inordinate amount of time to administer and score. A Mini-Michael Test, more realistic in terms of staff and resources available in a given school district, must be designed. Another need is for programs that can be used by school districts to train their own personnel in the administration and scoring procedures, making feedback immediately available to teachers.

The OLP lessons need additional attention. Using the Laboratory's mini-school facilities, feedback from teachers and test data, the staff is working to define behavioral objectives in the affective and psychomotor domains as well as in the cognitive. Translating the desirable qualities of "love," "affection" and "warmth," into an effective operational program, consistent with ethnic differences, is no mean task.

The Mark III model will include prescriptions showing teachers what actions to take if the child fails to reach acceptable performance levels. These will consider those audio and visual discriminatory variables in learning styles among students, and will be accompanied by films, filmstrips,

records, language master cards and other devices for student use on individual or group bases.

Supplementary materials, as well as options for supplementary human resources also will be a part of the Mark III model. For instance, the lessons will be accompanied by the necessary "props" -- puppets, plastic fruit, puzzles. Films using puppets -- a part of the correlated reinforcement scheduled for the OLP -- are an integral part of the total package. Seat activity materials currently are being prepared for those students not involved in the OLP. They have immediate relationship to the entry skills and reading readiness program -- the next step in the total Laboratory development effort.

Many schools now have teacher aides. The Laboratory model includes training for both teachers and aides that enable the aides to work with some students in seat activities while the teacher instructs in the OLP. In addition, the speech patterns of the aides will provide a second good model for the students to imitate.

Both training protocols and installation practices fit closely together. The type of training package used will depend upon the competencies of the individuals conducting the training sessions. There will be common elements in each of the three types of installation now being considered: (1) micro-teaching, (2) cultural sensitivity (the Mark III version will include two films, one on the Culture of Poverty and a second on Differences in Ethnicities, together with accompanying training manuals), and (3) instructional strategy sessions with teachers.

In order to get the OLP into additional classrooms as quickly as possible, it might be that some of the previously trained "master teachers"

can provide training for teachers in other districts, thus extending the network concept. These teachers, when accompanied by one or more field supervisors from the Laboratory, are capable of conducting teacher training programs. They usually work in teams from institutions of higher learning, in teams made up of consultants on call from various institutions or in teams from other types of educational institutions such as the educational service centers in Texas.

In any event, the Laboratory no longer views itself as a trainer of teachers, although some such efforts probably will continue to be a Laboratory function.

When the Mark III version has been assembled, the Laboratory conceivably can guarantee that a high percentage of students will meet desired performance levels if teachers follow directions. However, the exact percentage of students who will attain performance criteria and the percentage of time teachers must use prescribed conventions for students to achieve these criteria presently are unknown. The Laboratory uses the 90 percent performance level for students and the 85 percent performance level for teachers as base points for making comparisons.

In order to make this type of quality control concept work in the classroom, however, we need to find ways of objectively measuring: (1) student performance, and (2) teacher performance.

To do this a computerized information retrieval system is being designed to gather, store and process data on teachers and students. Teachers using the OLP may be asked to complete computer cards for each youngster at the termination of a certain number of lessons (now 25). These cards, containing the following information, (as well as new dimensions not yet determined)

will be fed into the computer:

1. Lesson number
2. Re-cycling activities, if any
3. Performance levels

Student performance data will then be matched with teacher performance data. The teacher performance information will come from district supervisors (Quality Control Specialists) who use a validated observation instrument. These data will include such information as:

1. How consistently the teacher uses the OLP with students.
2. How closely the teacher follows prescribed conventions.

The quality control mechanism obtains data about students and teachers, but the information has immediate and direct application in terms of training program effectiveness, curricular effectiveness and level realities. At least theoretically, the SWCEL would some day anticipate being in a position where students, working with teachers who possess and use identified necessary competencies, can be "guaranteed" achievement. The notion of a money-back guarantee to school districts is not out of the realm of possibility; one behavioral objective for the Laboratory points in this direction while we expect that 1973 will be about the time when we reach this milestone.

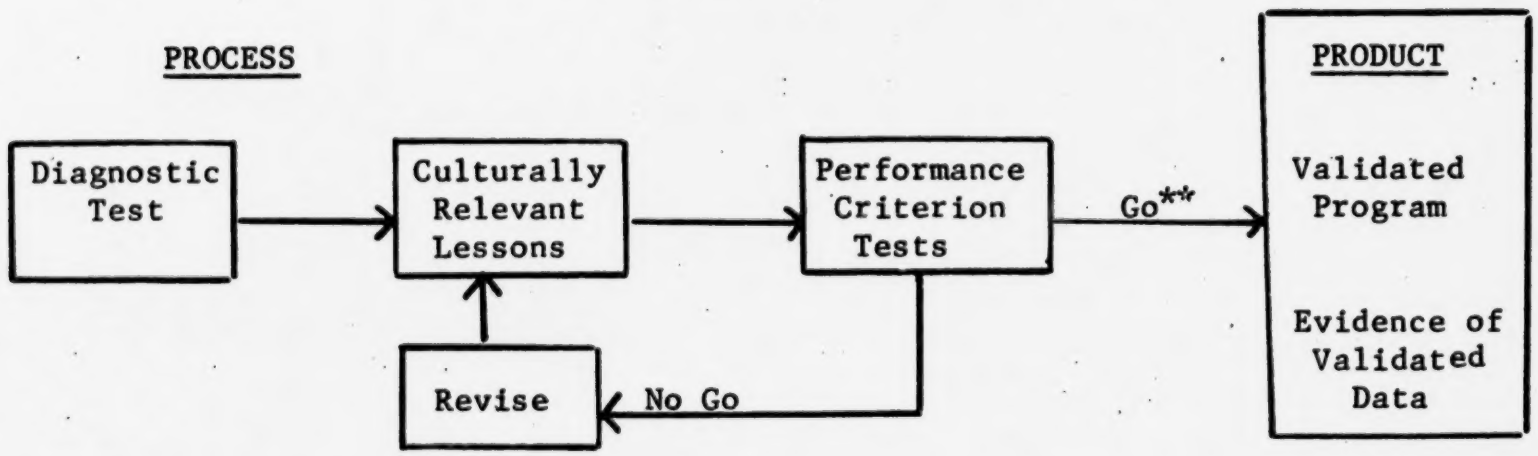
In Retrospect

This paper has attempted to crystallize much of the thinking which has gone on in the Laboratory for many months. Effort has been directed toward illustrating how the various parts of the Laboratory program are beginning to mesh into a Mark II version of the Oral Language Program. The Mark II, while justifying considerably greater dissemination, is not the finished product envisioned. It is hoped that Mark III is a bigger image of what lies ahead.

Obviously, a developmental program of this nature is one in which flexibility and willingness to admit "failure" -- the reservation of the right to be wrong -- is essential. By the time this paper receives wide distribution there is good reason to expect that some of the "givens" of today will be changed for tomorrow. New data demand a new look, and sometimes new decisions.

FIGURE I

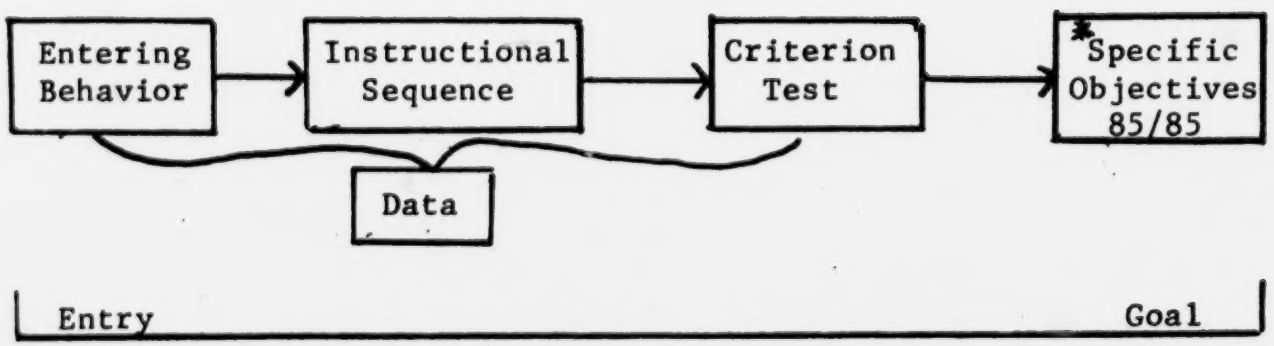
STUDENT PERFORMANCE *



** Where "go" may equal 92/92***

*** 92% of students achieve at 92% or better

TEACHER PERFORMANCE



** 85% of teachers achieving objectives 85% of the time

*Adapted from Programming is a Process, film by Sue Markle and Phillip W. Tiemann, 1967.

FIGURE II

VALIDATED ORAL LANGUAGE PROGRAM

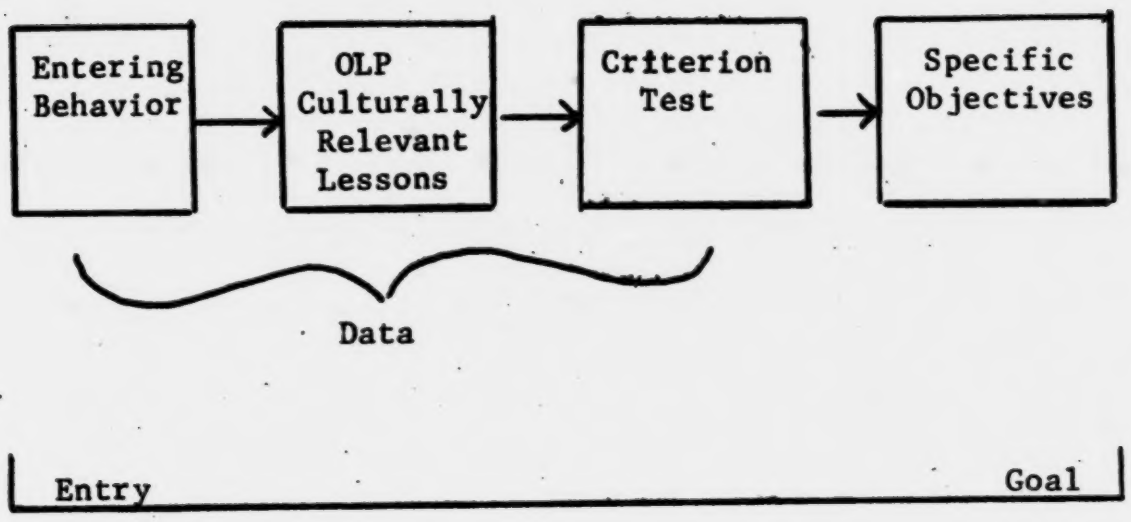
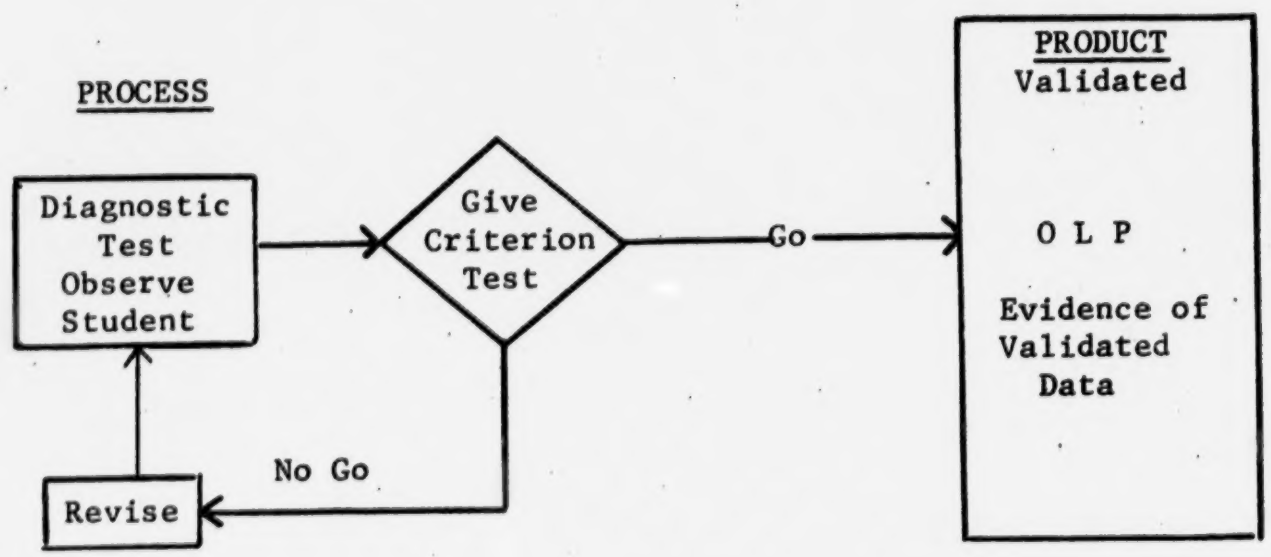


FIGURE III

How can we get the product to work and prove that it works?



THE TESTS TO WHICH WE TEACH

Cognitive	1.	Global Objectives (child in supermarket, etc.)
Affective	2.	Diagnostic Tests (Michael)
Psychomotor	3.	On-Line Assessment (e.g., content tests) (every 25 lessons)
	4.	Lesson Objectives; Behavioral Objectives

SWCEL Mark I (Model T) Program for Installation

I. Components for Children

A. OLP - 147 Lessons, Prelessons, native tradition lessons
- some media support -- puppet films, records, realia

B. Reinforced Reading Readiness Program
- 135 Lessons, selected reward items, application system
- Children's workbook with daily diagnostic tests

II. Components to Train Teachers in Utilization of I.

A. OLP
Manuals
Micro-Teaching System
Classroom Management System
Development of Behavioral Objectives

B. Reinforced Reading Readiness Program
Manuals
Development of Behavioral Objectives and Terminal Objectives
Micro-Teaching System

C. Cultural Understanding
Manuals
Films (Buffie St. Marie)
Encounters with minorities

III. Components to Evaluate Installed Operations

Quality Control
- Specialist
- Manuals
- Test OLP (Michael)

Specification
Program Needed
Program Operation
Program Effect on Children
Program Continuation
Reaction of District, Teachers, Service Center, Parents, SWCEL

IV. Components in Installation
First Generation Institute - Train Master Teachers and Quality Control Specialist
Second Generation Institute - Train Teachers by Master Teachers and Quality Control Specialist
In-service Sessions
Evaluation Conferences

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MODEL

Appendix I

SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC.

117 Richmond N. E. Albuquerque, New Mexico 87106

I N S T A L L A T I O N P L A N P A R T I C I P A T I O N

A G R E E M E N T

This agreement between the SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY (SWCEL) and the WEST TEXAS EDUCATION CENTER is entered into in order to jointly support and implement the SWCEL Program Dissemination and Installation Plan. The SWCEL Dissemination and Installation Plan (Installation Plan) has as its objective the dissemination and implementation of strategies and materials that will improve the teaching of language skills to preschool and primary children from cultural backgrounds different from the so-called middle majority. The Plan visualizes that such children will be aided if their teachers: (1) are aware of the effects of diverse cultural backgrounds on English language learning; (2) utilize curricula and teaching strategies based on these cultural variables; (3) employ appropriate classroom management techniques; (4) are familiar with the difficulties that these children experience in the school setting; (5) are aware of new methods in teaching English as a second language, and (6) recognize the problems in obtaining verbal participation and use of English on the part of such children.

The aims of the Installation Plan are to (1) correlate the above activities with the goal of assisting teachers in all of the foregoing; (2) focus on developing an improved first-year school experience in the use of language with emphasis on oral language for the children of diverse cultural groups; (3) utilize optimally the time and talents of

the Laboratory, the education center and school district staffs; (4) incorporate measures of student outcomes in addition to the existing student gain criteria; (5) have immediate and wide impact on pupils in the region; (6) represent in itself, and its components, innovation in the area of program installation; (7) implement dissemination procedures for all stages of the plan; (8) continually improve and revise methods and materials to improve first-year experience for children of the region; (9) involve the maximum possible number of interested or affected persons; (10) allow for follow-up, supervision, information feedback and continuing evaluation of activities in various phases of the program.

The plan specifies (1) a briefing session conducted by SWCEL for key personnel of the West Texas Education Center; (2) the conduct by the West Texas Education Center and experienced workers from the Ector County Independent School System of a high involvement First Generation Institute from _____ to _____ with the support of the Ector County Independent School System and SWCEL; (2) the holding of a series of Second Generation Institutes from _____ 1969 to _____ _____ 1969, under local direction with West Texas Education Center support and some SWCEL assistance, and (3) locally administered in-service training and reaction sessions during the school year beginning Fall 1969.

To implement this joint effort the Southwestern Cooperative Educational Laboratory (hereafter called the Laboratory) and the West Texas Education Center (hereafter called the Center) mutually agree that:

1. The Center will use its best efforts to locate _____ school districts in the Center's locality that will participate in the SWCEL Installation Plan. Each District will nominate and permit the Center to

select four master first grade teachers and one Quality Control Specialist. The persons nominated will meet the requirements of the Teacher and Quality Control Specialist Selection Criteria documents provided by the Laboratory and coordinated with the Center. The Center will inform the District that the latter is responsible for coordinating with its teachers and for using its best efforts to ensure (a) that these five persons will attend the First Generation Institute to be held at the Center _____ through _____; (b) that these four teachers, as a teaching team, will conduct the Second Generation Institute under the administrative control of the District in cooperation with the Center and the Laboratory; (c) that these teachers will be those who have been assigned to teach first grade pupils of the target population; (d) that these same four teachers are willing to conduct the in-service training sessions, (e) that these four teachers will otherwise participate in the SWCEL program and Installation Plan by utilizing the Laboratory's materials, methods and techniques in their class instruction, and (f) that the Quality Control Specialist will conduct observation and testing, gather data for local district evaluation and provide information feedback for program improvement to the local district and hence to the Center.

2. Further the Center will endeavor to ensure that other First Grade Teachers in that district who may be expected to have a significant number of pupils of the target population in their 1969-70 classes will attend the Second Generation Institute, the in-service meeting and otherwise participate in the SWCEL program and Installation Plan by utilizing the Laboratory's materials, methods and techniques in their class instruction.

3. Each Institute will include training in the basic areas listed:

1. OLP practice teaching (with children)
2. OLP practice teaching (with teachers)
3. OLP lecture and discussion
4. Ethno-pedagogy
5. Cultural awareness
6. Classroom management
7. Home variables
8. Behavioral objectives

The Center will arrange that the District will be responsible for administrative arrangements, audiovisual equipment, and briefings for locally based activities such as field trips to the homes of local ethnic minorities or location and selection of local children from the target population. The Laboratory will support each Institute by furnishing instructional materials, lesson plans, suggested schedules and similar materials.

4. The necessary SWCEL instructional materials to be used in approximately ___ classrooms by each District, for the 1969-70 school year, will be supplied by the Laboratory. The District will permit the Center to establish procedures to satisfy the information feedback requirements of the Laboratory. The District and participating teachers will permit observation and interviewing by the Center or Laboratory staff throughout the 1969-70 school year. When mutually agreed, visits to the classrooms by appropriate persons may be made.

5. The Center will establish that the District agrees to provide physical facilities for the bi-weekly in-service meetings and, when appropriate, provide release time for participating teachers to attend during the school day. Travel and per diem in-service meeting attendance

expense incurred by _____ staff members of the _____ _____ consultant will be paid by the _____.

6. To facilitate coordination and to provide a channel of communication in the execution of this agreement, it is agreed that _____ _____ is the official contact person for the Center and that _____ is the Laboratory representative.

7. The Center will negotiate participation agreements between itself and each district consonant with the foregoing. The Laboratory will provide a Model Center-District Participation Agreement to the Center that will fulfill this requirement. The Center may use this model agreement or modify the same to conform to local variations and requirements so long as the Center-District Participation agreements fulfill the requirements of this document.

The Laboratory and the Center further agree that the following seven clauses are part of this agreement and that these seven clauses will be incorporated in any Center-District Participation agreements stemming from this agreement.

1. Title to materials produced, purchased or secured under this agreement shall be in or under the control of the Southwestern Cooperative Educational Laboratory or Center except that the District shall have the right to use or make reference to said materials in its own program, either hereunder or otherwise. The District agrees not to reproduce or to establish any claim to statutory copyright or to assert any right as common law or equity in the materials. The term "materials" as used herein means writings, sound recordings, films, and other graphical representations.

2. It is acknowledged by the parties hereto that the work of the Southwestern Cooperative Educational Laboratory or Center is funded periodically and that its work is done on short-term contracts. Either party has the right to cancel this agreement for unsatisfactory performance, said agreement may also be cancelled or negotiated should funds not be received from the Government for carrying forward of said work, or this portion thereof, or should there be a sufficient change in the policy direction provided by the funding agency. However, the Southwestern Cooperative Educational Laboratory or Center agrees to and will promptly notify the other parties of any change or should funds cease to be available.

3. All equipment, materials and supplies purchased with funds advanced or paid hereunder, or equipment, materials and supplies purchased for the fulfillment of the District's obligation hereunder, must be manufactured in the United States of America, or prior approval obtained of the Laboratory or Center.

4. During the performance of this agreement, the District agrees to comply with the Equal Employment Opportunity Clause, Section 202, Executive Order 11246, dated September 24, 1965, and by rule, regulation, or order of the Secretary of Labor, or as otherwise provided by law.

5. Indirect costs, overhead and fees, or any part thereof, shall not be charged as part of the costs herein to be paid. No overtime payments will be allowed. The performance of this contract does not contemplate any travel outside of the continental limits of the United States; therefore, no funds will be paid therefor.

6. Title to all equipment purchased with funds received by the District hereunder shall vest in the United States of America, with the Southwestern Cooperative Educational Laboratory or Center retaining the right to custody thereof and the Laboratory or Center may require said equipment to be returned at the termination hereof.

7. The parties hereto stipulate and agree that this instrument constitutes the entire agreement between the parties hereto; that verbal changes hereof shall not be recognized or binding, and that all amendments hereof must be in writing and signed by the parties hereto.

WITNESS the hands of the parties hereto to triplicate originals this day, _____, 196 .

WEST TEXAS EDUCATION CENTER An Agency of the State of Texas	SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC. a corporation
The Center	The Laboratory
By _____ Title:	By _____ Title:
ATTEST:	ATTEST:
By _____ Title:	By _____ Title:

MODEL

MODEL

I N S T A L L A T I O N P L A N P A R T I C I P A T I O N

A G R E E M E N T

This agreement between the West Texas Education Center and the _____ District is entered into in order to jointly support and implement the Southwestern Cooperative Educational Laboratory (SWCEL) Language Arts Installation Plan. The Installation Plan has as its objective the dissemination and implementation of strategies and materials that will improve the teaching of language skills to preschool and primary children from cultural backgrounds different from the so-called middle majority. The Installation Plan visualizes that such children will be aided if their teachers: (1) are aware of the effects of diverse cultural backgrounds on English language learning; (2) utilize curricula and teaching strategies based on these cultural variables; (3) employ appropriate classroom management techniques; (4) are familiar with the difficulties that these children experience in the school setting; (5) are aware of new methods in teaching English as a second language, and (6) recognize the problems in obtaining verbal participation and use of English on the part of such children.

The aims of the Installation Plan are to (1) correlate the above activities with the goal of assisting teachers in all of the foregoing; (2) focus on developing an improved first-year school experience in the use of language with emphasis on oral language for the children of diverse cultural groups; (3) utilize optimally the time and talents of the Center, SWCEL and school district staffs; (4) incorporate measures of student outcomes in addition to the existing student gain criteria;

1. The District will nominate and permit the Center to select four master first grade teachers and one Quality Control Specialist. The persons nominated will meet the requirements of the Teacher and Quality Control Specialist Selection Criterial documents published by the Center. The District will be responsible for coordinating with the selectees and for using its best efforts to ensure that these five persons will attend the First Generation Institute to be held at _____ through _____, _____; that the same four teachers, as a teaching team, will conduct the Second Generation Institute under the administrative control of the District in cooperation with the _____ _____ and the Center; that these teachers will be those who have been assigned to teach first grade pupils of the target population, that these same four teachers conduct the in-service training sessions, that the Quality Control Specialist will conduct such observation and supervise such testing as required, that the Quality Control Specialist will gather data for the evaluation of the utility and effectiveness of the program, that the Quality Control Specialist will attend the bi-monthly service meetings and that this Specialist provide information feedback for program improvement.

2. Round trip transportation (if incurred) from the District to the Center or per diem expenses (if incurred) of these four teachers will be the responsibility of the _____.

3. The _____ will arrange two units of elementary education credit for these teachers upon satisfactory completion of the course of study at the First Generation Institute. Tuition fees will be paid by the _____.

4. The four teachers will receive a salary of _____ for serving as faculty. This amount will be paid by the District at the conclusion

of the Second Institute.

5. The District will permit the Center to select approximately twenty (20) first grade teachers from those recommended by the District to attend the Second Institute. Teachers nominated by the District will be those who have been assigned to teach the first grade pupils of the target population. Dates of this Institute will be _____. The physical facilities and custodial services for the Second Institute are to be provided by the District. The professional fees and the travel and expenses of the staff and the _____ consultant faculty members will be paid by the _____. If the District wishes participation by their consultant from an institution of higher learning, or their district, such participation is encouraged. If a fee is incurred, it shall be financed by the District.

6. The Second Institute will consist of five (5) days training conducted by the four previously mentioned master teachers and will include the basic areas listed below:

1. OLP practice teaching (with children)
2. OLP practice teaching (with teachers)
3. OLP lecture and discussion
4. Ethno-pedagogy
5. Cultural awareness
6. Classroom management
7. Home variables
8. Behavioral objectives

The District will be responsible for administrative arrangements, audiovisiaul equipment, and briefings for locally based activities such as field trips to the homes of local ethnic minorities or location and selection of local children from the target population. The Center

will support the Second Generation Institute by forwarding instructional materials, lesson plans, suggested schedules and similar materials prepared by the Southwestern Cooperative Educational Laboratory.

7. The necessary instructional materials to be used in approximately 24 classrooms by the District, for the 1969-70 school year, will be supplied by the Southwestern Cooperative Educational Laboratory. The District will permit the Center to select an appropriate number of first grade classes to satisfy the information feedback requirements of the Installation Plan.

The District and participating teachers will permit observation and interviewing by Center staff throughout the 1969-70 school year. When mutually agreed, visit to the feedback classrooms by appropriate persons may be made.

8. The District agrees to provide physical facilities for the integrated bi-weekly in-service meetings and, when appropirate, provide release time for participating teachers to attend during the school day. Travel and per diem in-service meeting attendance expense incurred by _____ staff members or the _____ consultant will be paid by the _____.

9. To facilitate coordination and to provide a channel of communication in the execution of this agreement, it is agreed that _____ _____, is the offical contact person for the District and that the _____ is the Center representative.

10. Title to materials produced, purchased or secured under this agreement shall be in or under the control of the Center, except that the District shall have the right to use or make reference to said materials in its own program, either hereunder or otherwise. The District

agrees not to reproduce or to establish any claim to statutory copyright or to assert any right as common law or equity in the materials. The term "materials" as used herein means writings, sound recordings, films, and other graphical representations.

11. It is acknowledged by the parties hereto that the work of the Center and the Southwestern Cooperative Educational Laboratory is funded periodically and that its work is done on short-term contracts. Either party has the right to cancel this agreement for unsatisfactory performance, said agreement may also be cancelled or negotiated should funds not be received from the Government for carrying forward of said work, or this portion thereof, or should there be a sufficient change in the policy direction provided by the funding agency. However, the Center agrees to and will promptly notify the District of any change or should funds cease to be available.

12. All equipment, materials and supplies purchased with funds advanced or paid hereunder, or equipment, materials and supplies purchased for the fulfillment of the District's obligation hereunder, must be manufactured in the United States of America, or prior approval obtained of the Center.

13. During the performance of this contract, the District agrees to comply with the Equal Employment Opportunity Clause, Section 202, Executive Order 11246, dated September 24, 1965, and by rule, regulation, or order of the Secretary of Labor, or as otherwise provided by law.

14. Indirect costs, overhead and fees, or any part thereof, shall not be charged as part of the costs herein to be paid. No overtime payments will be allowed. The performance of this contract does not

contemplate any travel outside of the continental limits of the United States; therefore, no funds will be paid therefor.

15. Title to all equipment purchased with funds received by the District hereunder shall vest in the United States of America, with the Center retaining the right to custody thereof and the Center may require said equipment to be returned at the termination hereof.

16. The parties hereto stipulate and agree that this instrument constitutes the entire agreement between the parties hereto; that verbal changes hereof shall not be recognized or binding, and that all amendments hereof must be in writing and signed by the parties hereto.

WITNESS the hands of the parties hereto to triplicate originals this day, _____, 196 .

West Texas Education Center, An Agency of the State of Texas

The District

By _____
Title:

ATTEST:

_____
Title:

The Center

By _____
Title:

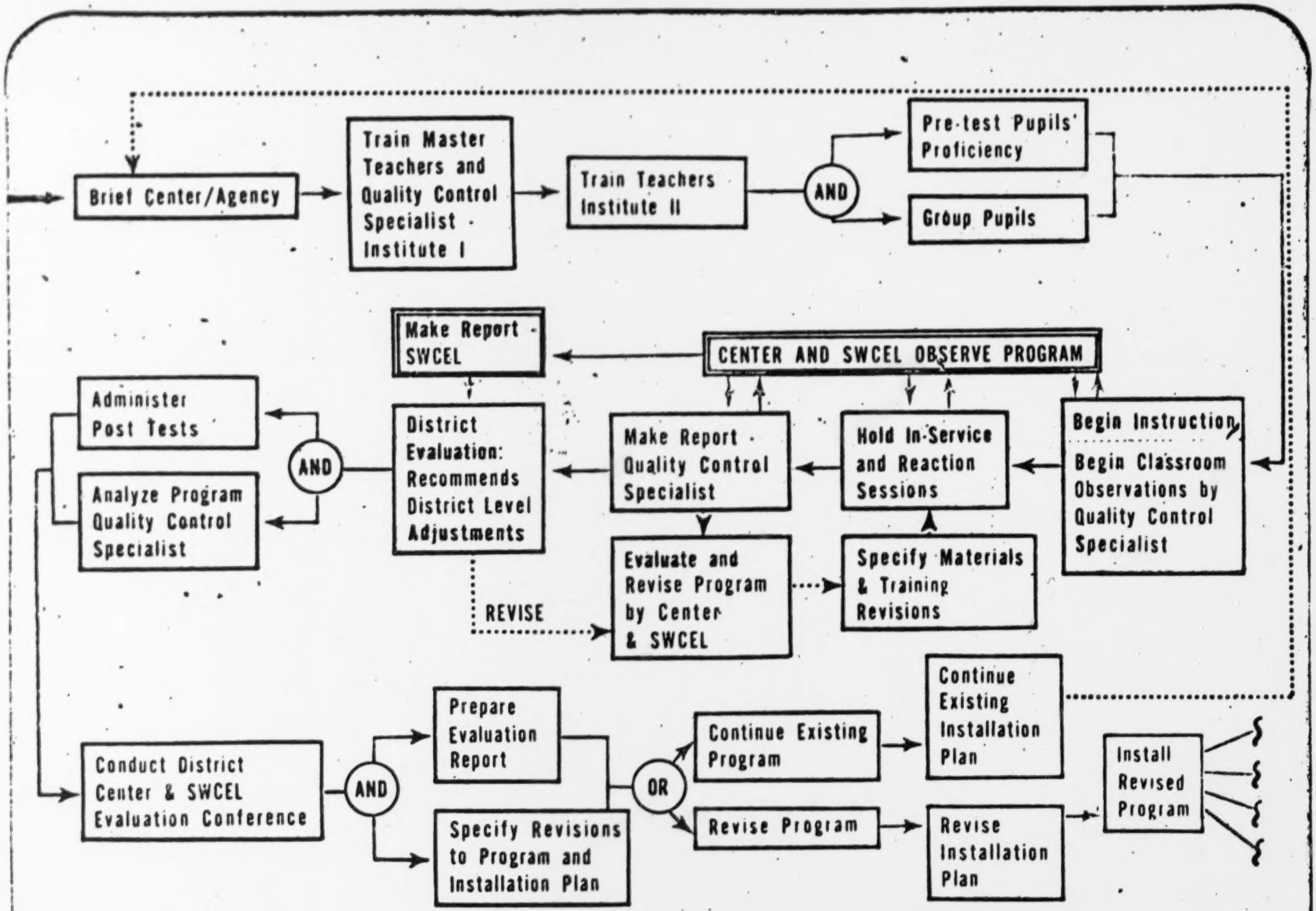
ATTEST:

_____
Title:

SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY

Selection Criteria for Quality Control Specalist

1. The Quality Control Specialist is a part-time function that may be fulfilled by an administrator, supervisor, counselor or comparable professional personnel.
2. The Quality Control Specialist must agree to attend the first generation Institute as a student, participate in planning and conducting the local second generation Institute and in the bimonthly information and reaction sessions.
3. The Quality Control Specialist will be able to conduct or supervise classroom observation, testing, evaluation and make recommendations as to the desirability, utility and improvement of the Oral Language Program.



EDUCATION CENTER SWCEL INSTALLATION PLAN